



Assessing Questions

Assessing Questions for teacher observation of a student's ability to use deduction.

Completeness of the student's use of the strategy of invention

- Did the student clearly articulate the situation to be improved on or the unmet need?
- Did the student clearly articulate the specific standards or criteria the invention was to meet?
- Did the student develop a rough model, sketch, or draft of the invention?
- Did the student actually develop a product?
- Did the student revise and polish the product?

Accuracy and effectiveness of the student's thinking in the invention task

- Was the situation identified by the student as needing improvement important or noteworthy?
- To what extent would the invention proposed by the student improve upon the identified situation or meet the need that was identified?
- How rigorous and important were the identified standards or criteria the final invention should meet?
- How detailed and important were the revisions the student made on his initial model or draft?
- To what extent did the final product meet the standards or criteria that had been identified?

Adapted from McREL Institute